



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2009  
Code: 12901845  
SAU: Great Salt Bay CSD  
School: Great Salt Bay Community School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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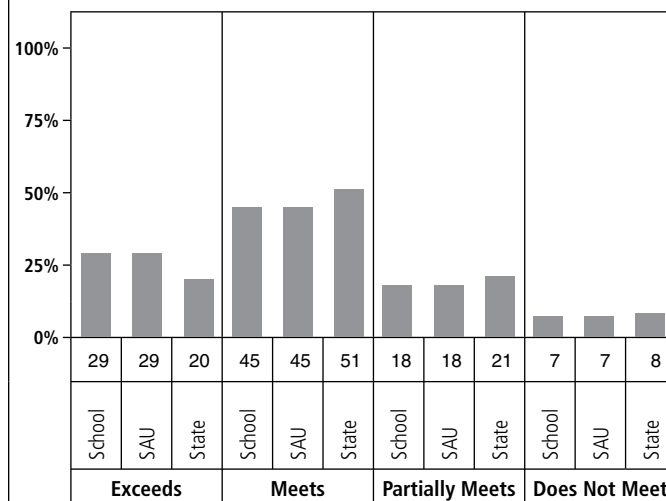
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 8  
SAU: Great Salt Bay CSD  
School: Great Salt Bay Community School

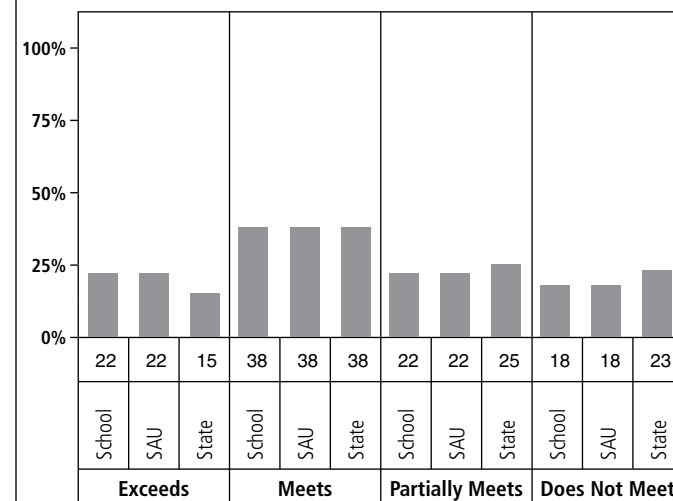
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	847	847	847
2007–2008	850	850	849
<b>2008–2009</b>	<b>853</b>	<b>853</b>	<b>850</b>
Cum. Avg.*	850	850	849
<b>Mathematics</b>			
2006–2007	836	836	842
2007–2008	847	847	841
<b>2008–2009</b>	<b>847</b>	<b>847</b>	<b>843</b>
Cum. Avg.*	843	843	842
<b>Science</b>			
<b>2008–2009 **</b>	<b>852</b>	<b>852</b>	<b>846</b>

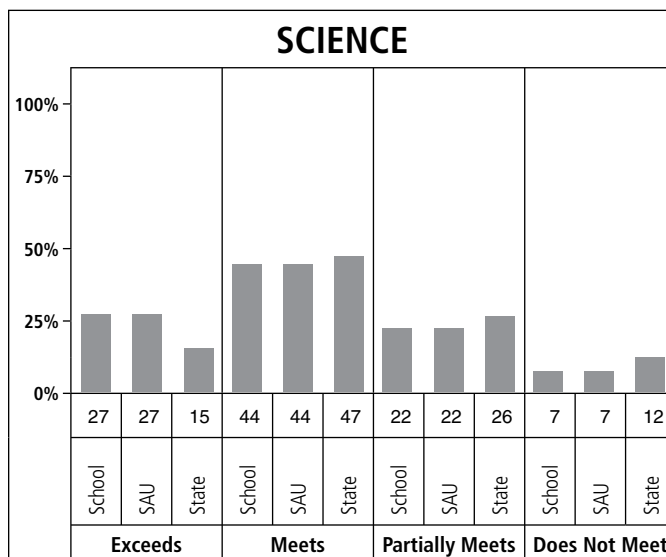
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\* Because science standards were reset in May 2009, no historical data are available

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 8  
 SAU: Great Salt Bay CSD  
 School: Great Salt Bay Community School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	59	100	59	100	14804	100	59	100	59	100	14659	99	59	100	59	100	14653	99	59	100	59	100	14626	99
<b>Ethnicity</b> African American/Black	0	0	0	0	377	3	0	0	0	0	366	97	0	0	0	0	371	98	0	0	0	0	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	3	5	3	5	238	2	3	100	3	100	232	97	3	100	3	100	234	98	3	100	3	100	234	98
Hispanic	0	0	0	0	192	1	0	0	0	0	188	98	0	0	0	0	191	100	0	0	0	0	190	99
Caucasian/White	56	95	56	95	13878	94	56	100	56	100	13756	99	56	100	56	100	13742	99	56	100	56	100	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	12	20	12	20	2489	17	12	100	12	100	2434	99	12	100	12	100	2424	98	12	100	12	100	2418	98
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
<b>Economically disadvantaged</b>	18	31	18	31	5460	37	18	100	18	100	5380	99	18	100	18	100	5377	99	18	100	18	100	5359	98
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	47	80	47	80	12132	82	47	80	47	80	12124	82	47	80	47	80	12169	82
Identified disability (PET/IEP)	1	2	1	2	379	3	1	2	1	2	380	3	1	2	1	2	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
<b>Participation with accommodations</b>	8	14	8	14	2349	16	8	14	8	14	2347	16	8	14	8	14	2288	15
Identified disability (PET/IEP)	7	88	7	88	1877	80	7	88	7	88	1862	79	7	88	7	88	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	1	13	1	13	292	12	1	13	1	13	297	13	1	13	1	13	280	12
<b>Participation through alternate assessment (PAAP)</b>	4	7	4	7	178	1	4	7	4	7	182	1	4	7	4	7	169	1
Identified disability (PET/IEP)	4	100	4	100	178	100	4	100	4	100	182	100	4	100	4	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
<b>Non-participation – other</b>	0	0	0	0	113	1	0	0	0	0	117	1	0	0	0	0	140	1

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Great Salt Bay CSD  
School: Great Salt Bay Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	7	11	7	11	2407	16
	2007-2008	13	25	13	26	3428	23
	<b>2008-2009</b>	<b>16</b>	<b>29</b>	<b>16</b>	<b>29</b>	<b>2857</b>	<b>20</b>
	Cum. Total*	36	21	36	22	8692	19
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	33	53	33	53	7494	49
	2007-2008	23	44	21	42	7179	48
	<b>2008-2009</b>	<b>25</b>	<b>45</b>	<b>25</b>	<b>45</b>	<b>7431</b>	<b>51</b>
	Cum. Total*	81	48	79	47	22104	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	13	21	13	21	3628	24
	2007-2008	12	23	12	24	2706	18
	<b>2008-2009</b>	<b>10</b>	<b>18</b>	<b>10</b>	<b>18</b>	<b>2979</b>	<b>21</b>
	Cum. Total*	35	21	35	21	9313	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	9	15	9	15	1810	12
	2007-2008	4	8	4	8	1611	11
	<b>2008-2009</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>1214</b>	<b>8</b>
	Cum. Total*	17	10	17	10	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	37.4	66.8	37.4	66.8	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.8	64.0	12.8	64.0	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.6	68.3	24.6	68.3	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Great Salt Bay CSD  
 School: Great Salt Bay Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	16	29	25	45	10	18	4	7	853	55	29	45	18	7	853	14481	20	51	21	8	850
<b>Ethnicity</b>																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	3										3						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	52	14	27	24	46	10	19	4	8	852	52	27	46	19	8	852	13586	20	52	20	8	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	2	25	3	38	3	38	837	8	0	25	38	38	837	2256	2	25	40	34	834
No	47	16	34	23	49	7	15	1	2	856	47	34	49	15	2	856	12225	23	56	17	4	853
<b>Current LEP</b>																						
Yes	0										0						324	5	34	36	26	838
No	55	16	29	25	45	10	18	4	7	853	55	29	45	18	7	853	14157	20	52	20	8	850
<b>Economically disadvantaged</b>																						
Yes	16	3	19	8	50	2	13	3	19	850	16	19	50	13	19	850	5277	10	46	29	15	844
No	39	13	33	17	44	8	21	1	3	854	39	33	44	21	3	854	9204	26	54	16	5	853
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	841
No	55	16	29	25	45	10	18	4	7	853	55	29	45	18	7	853	14476	20	51	21	8	850
<b>Gender</b>																						
Female	25	7	28	11	44	6	24	1	4	853	25	28	44	24	4	853	7074	25	51	18	6	852
Male	30	9	30	14	47	4	13	3	10	853	30	30	47	13	10	853	7407	14	51	23	11	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	9	43	35	14	843
No	55	16	29	25	45	10	18	4	7	853	55	29	45	18	7	853	13624	20	52	20	8	850
<b>Gifted/talented program</b>																						
Yes	3										3						700	69	30	1	0	867
No	52	13	25	25	48	10	19	4	8	852	52	25	48	19	8	852	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: Great Salt Bay CSD  
School: Great Salt Bay Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	100	0	0	834	2	0	0	100	0	834	8	8	39	29	24	841
B. less than one hour	45	6	24	13	52	5	20	1	4	853	45	24	52	20	4	853	51	17	53	22	8	849
C. one to two hours	53	10	34	12	41	4	14	3	10	854	53	34	41	14	10	854	36	24	52	18	5	852
D. more than two hours	0										0						5	29	45	18	9	852
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	31	8	47	8	47	1	6	0	0	860	31	47	47	6	0	860	31	35	50	11	4	856
B. good	51	7	25	12	43	7	25	2	7	851	51	25	43	25	7	851	47	16	55	21	7	849
C. fair	16	1	11	5	56	2	22	1	11	848	16	11	56	22	11	848	18	5	47	33	15	842
D. poor	2	0	0	0	0	0	0	1	100	824	2	0	0	0	100	824	3	2	39	37	22	839
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	51	6	21	16	57	4	14	2	7	852	51	21	57	14	7	852	32	27	54	14	5	853
B. They match some of what I have learned.	44	10	42	8	33	4	17	2	8	856	44	42	33	17	8	856	52	18	53	22	8	850
C. They match just a little of what I have learned.	4	0	0	1	50	1	50	0	0	846	4	0	50	50	0	846	12	11	45	29	15	844
D. There is no match.	2	0	0	0	0	1	100	0	0	834	2	0	0	100	0	834	4	6	34	33	26	838
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	13	0	0	3	43	2	29	2	29	841	13	0	43	29	29	841	15	13	42	28	17	844
B. about the same as my regular schoolwork	63	9	26	19	56	5	15	1	3	854	63	26	56	15	3	854	64	19	53	20	7	850
C. easier than my regular schoolwork	24	6	46	3	23	3	23	1	8	856	24	46	23	23	8	856	22	25	52	16	6	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	1	20	2	40	2	40	835	9	0	20	40	40	835	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	42	5	22	8	35	8	35	2	9	850	42	22	35	35	9	850	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	49	11	41	16	59	0	0	0	0	859	49	41	59	0	0	859	40	30	53	13	4	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	29	7	44	4	25	3	19	2	13	854	29	44	25	19	13	854	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	60	7	21	19	58	5	15	2	6	853	60	21	58	15	6	853	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	11	2	33	2	33	2	33	0	0	851	11	33	33	33	0	851	7	12	46	27	15	845
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	22	6	50	5	42	0	0	1	8	861	22	50	42	0	8	861	19	26	53	15	6	853
B. 20 minutes to an hour	44	9	38	9	38	4	17	2	8	854	44	38	38	17	8	854	40	25	52	17	6	852
C. less than 20 minutes	15	1	13	7	88	0	0	0	0	855	15	13	88	0	0	855	15	18	51	21	10	849
D. I rarely read at home.	20	0	0	4	36	6	55	1	9	841	20	0	36	55	9	841	26	7	50	30	13	844
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of reading will be useful to me as an adult."</b>																						
A. strongly agree	31	7	41	9	53	0	0	1	6	859	31	41	53	0	6	859	42	27	51	15	6	853
B. agree	60	9	27	14	42	8	24	2	6	852	60	27	42	24	6	852	50	15	53	23	9	848
C. disagree	9	0	0	2	40	2	40	1	20	838	9	0	40	40	20	838	7	8	46	32	14	843
D. strongly disagree	0										0						2	6	39	35	21	840
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Great Salt Bay CSD  
School: Great Salt Bay Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	5	8	5	8	1952	13
	2007-2008	12	24	12	24	1657	11
	<b>2008-2009</b>	<b>12</b>	<b>22</b>	<b>12</b>	<b>22</b>	<b>2116</b>	<b>15</b>
	Cum. Total*	29	17	29	17	5725	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	20	32	20	32	5870	38
	2007-2008	22	43	22	45	5956	40
	<b>2008-2009</b>	<b>21</b>	<b>38</b>	<b>21</b>	<b>38</b>	<b>5443</b>	<b>38</b>
	Cum. Total*	63	38	63	38	17269	39
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	14	23	14	23	3982	26
	2007-2008	11	22	9	18	3729	25
	<b>2008-2009</b>	<b>12</b>	<b>22</b>	<b>12</b>	<b>22</b>	<b>3556</b>	<b>25</b>
	Cum. Total*	37	22	35	21	11267	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	23	37	23	37	3534	23
	2007-2008	6	12	6	12	3579	24
	<b>2008-2009</b>	<b>10</b>	<b>18</b>	<b>10</b>	<b>18</b>	<b>3356</b>	<b>23</b>
	Cum. Total*	39	23	39	23	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	31.6	56.4	31.6	56.4	28.6	51.1
<b>A. Number</b>	<b>8</b>	<b>14</b>	5.1	63.8	5.1	63.8	3.7	46.3
<b>B. Data</b>	<b>16</b>	<b>29</b>	9.4	58.8	9.4	58.8	8.9	55.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	5.4	45.0	5.4	45.0	5.0	41.7
<b>D. Algebra</b>	<b>20</b>	<b>36</b>	11.8	59.0	11.8	59.0	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Great Salt Bay CSD  
 School: Great Salt Bay Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	12	22	21	38	12	22	10	18	847	55	22	38	22	18	847	14471	15	38	25	23	843
<b>Ethnicity</b>																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	3										3						233	27	33	20	21	847
Hispanic	0										0						190	8	31	26	34	836
Caucasian/White	52	10	19	20	38	12	23	10	19	846	52	19	38	23	19	846	13567	15	38	25	22	843
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	1	13	7	88	818	8	0	0	13	88	818	2242	2	12	22	63	824
No	47	12	26	21	45	11	23	3	6	852	47	26	45	23	6	852	12229	17	42	25	16	846
<b>Current LEP</b>																						
Yes	0										0						336	6	18	26	51	829
No	55	12	22	21	38	12	22	10	18	847	55	22	38	22	18	847	14135	15	38	25	23	843
<b>Economically disadvantaged</b>																						
Yes	16	2	13	7	44	4	25	3	19	846	16	13	44	25	19	846	5270	6	30	28	36	835
No	39	10	26	14	36	8	21	7	18	848	39	26	36	21	18	848	9201	20	42	22	16	847
<b>Migrant</b>																						
Yes	0										0						5	0	0	40	60	828
No	55	12	22	21	38	12	22	10	18	847	55	22	38	22	18	847	14466	15	38	25	23	843
<b>Gender</b>																						
Female	25	4	16	9	36	8	32	4	16	842	25	16	36	32	16	842	7070	15	39	25	22	843
Male	30	8	27	12	40	4	13	6	20	851	30	27	40	13	20	851	7401	14	36	25	25	842
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	5	25	33	37	835
No	55	12	22	21	38	12	22	10	18	847	55	22	38	22	18	847	13614	15	38	24	22	843
<b>Gifted/talented program</b>																						
Yes	3										3						700	68	27	3	1	866
No	52	10	19	20	38	12	23	10	19	846	52	19	38	23	19	846	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: Great Salt Bay CSD  
School: Great Salt Bay Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	0	0	1	100	826	2	0	0	0	100	826	8	8	24	24	44	833
B. less than one hour	45	5	20	10	40	6	24	4	16	848	45	20	40	24	16	848	51	12	38	26	23	842
C. one to two hours	53	7	24	11	38	6	21	5	17	847	53	24	38	21	17	847	36	19	40	23	19	845
D. more than two hours	0										0						5	19	36	22	23	844
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	37	10	50	7	35	1	5	2	10	859	37	50	35	5	10	859	28	33	41	15	11	852
B. good	41	2	9	9	41	7	32	4	18	844	41	9	41	32	18	844	45	11	43	25	21	842
C. fair	20	0	0	4	36	3	27	4	36	831	20	0	36	27	36	831	21	3	27	35	35	834
D. poor	2	0	0	0	0	1	100	0	0	838	2	0	0	100	0	838	5	2	14	30	54	828
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	38	5	24	11	52	2	10	3	14	851	38	24	52	10	14	851	28	23	41	21	15	848
B. They match some of what I have learned.	47	7	27	7	27	9	35	3	12	849	47	27	27	35	12	849	52	13	40	25	21	843
C. They match just a little of what I have learned.	9	0	0	3	60	1	20	1	20	845	9	0	60	20	20	845	16	8	28	30	34	836
D. There is no match.	5	0	0	0	0	0	0	3	100	809	5	0	0	0	100	809	4	5	15	22	58	826
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	29	1	6	5	31	4	25	6	38	834	29	6	31	25	38	834	32	6	34	29	32	837
B. about the same as my regular schoolwork	53	5	17	13	45	8	28	3	10	849	53	17	45	28	10	849	52	13	41	25	20	843
C. easier than my regular schoolwork	18	6	60	3	30	0	0	1	10	861	18	60	30	0	10	861	16	39	35	13	13	853
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	36	7	35	4	20	3	15	6	30	845	36	35	20	15	30	845	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	58	5	16	16	50	8	25	3	9	849	58	16	50	25	9	849	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	1	33	1	33	1	33	839	5	0	33	33	33	839	7	12	27	27	35	837
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	56	3	10	15	48	7	23	6	19	846	56	10	48	23	19	846	34	18	40	22	20	845
B. two or three days a week	13	1	14	2	29	3	43	1	14	845	13	14	29	43	14	845	35	14	38	26	21	843
C. two or three times each month	20	6	55	3	27	1	9	1	9	856	20	55	27	9	9	856	18	12	37	27	24	841
D. never or almost never	11	2	33	1	17	1	17	2	33	838	11	33	17	17	33	838	13	9	32	25	34	837
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	0										0						9	13	38	23	26	841
B. two or three days a week	4	0	0	0	0	0	0	2	100	818	4	0	0	0	100	818	17	11	37	26	26	841
C. two or three times each month	11	0	0	3	50	2	33	1	17	844	11	0	50	33	17	844	28	15	40	25	20	844
D. never or almost never	85	12	26	18	38	10	21	7	15	849	85	26	38	21	15	849	46	16	36	24	23	843
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of mathematics will be useful to me as an adult."</b>																						
A. strongly agree	55	11	37	14	47	3	10	2	7	856	55	37	47	10	7	856	52	19	41	22	18	846
B. agree	42	1	4	7	30	8	35	7	30	837	42	4	30	35	30	837	39	11	35	27	27	840
C. disagree	2	0	0	0	0	0	0	1	100	826	2	0	0	0	100	826	6	7	28	26	39	835
D. strongly disagree	2	0	0	0	0	1	100	0	0	834	2	0	0	100	0	834	3	4	25	28	43	832
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Great Salt Bay CSD  
School: Great Salt Bay Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	15	27	15	27	2155	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	24	44	24	44	6687	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	12	22	12	22	3672	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	4	7	4	7	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	56	100	35.6	63.6	35.6	63.6	32.0	57.1
<b>D. The Physical Setting</b>	31	55	18.9	61.0	18.9	61.0	17.1	55.2
<b>D1/D2 Earth/Space</b>	17	30	10.6	62.4	10.6	62.4	9.4	55.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	14	25	8.2	58.6	8.2	58.6	7.7	55.0
<b>E. The Living Environment</b>	25	45	16.7	66.8	16.7	66.8	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Great Salt Bay CSD  
 School: Great Salt Bay Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	15	27	24	44	12	22	4	7	852	55	27	44	22	7	852	14263	15	47	26	12	846
<b>Ethnicity</b>																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	3										3						230	20	44	23	13	848
Hispanic	0										0						184	9	45	29	16	842
Caucasian/White	52	13	25	24	46	11	21	4	8	852	52	25	46	21	8	852	13375	15	47	25	12	846
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	3	38	2	25	837	8	0	38	38	25	837	2221	3	22	36	38	832
No	47	15	32	21	45	9	19	2	4	855	47	32	45	19	4	855	12042	17	51	24	7	848
<b>Current LEP</b>																						
Yes	0										0						331	4	20	39	37	832
No	55	15	27	24	44	12	22	4	7	852	55	27	44	22	7	852	13932	15	48	25	12	846
<b>Economically disadvantaged</b>																						
Yes	16	2	13	10	63	2	13	2	13	848	16	13	63	13	13	848	5184	6	40	33	21	840
No	39	13	33	14	36	10	26	2	5	854	39	33	36	26	5	854	9079	20	51	21	8	849
<b>Migrant</b>																						
Yes	0										0						5	0	0	80	20	829
No	55	15	27	24	44	12	22	4	7	852	55	27	44	22	7	852	14258	15	47	26	12	846
<b>Gender</b>																						
Female	25	5	20	10	40	7	28	3	12	849	25	20	40	28	12	849	6953	14	47	28	11	846
Male	30	10	33	14	47	5	17	1	3	855	30	33	47	17	3	855	7310	16	46	24	13	846
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						828	5	35	40	20	839
No	55	15	27	24	44	12	22	4	7	852	55	27	44	22	7	852	13435	16	48	25	12	846
<b>Gifted/talented program</b>																						
Yes	3										3						699	65	34	2	0	865
No	52	12	23	24	46	12	23	4	8	851	52	23	46	23	8	851	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: Great Salt Bay CSD  
School: Great Salt Bay Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	100	0	0	834	2	0	0	100	0	834	8	8	34	28	30	837
B. less than one hour	45	6	24	10	40	6	24	3	12	851	45	24	40	24	12	851	51	14	48	27	11	846
C. one to two hours	53	9	31	14	48	5	17	1	3	854	53	31	48	17	3	854	36	19	48	24	9	848
D. more than two hours	0										0						5	17	49	20	14	847
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	15	7	88	1	13	0	0	0	0	870	15	88	13	0	0	870	23	27	47	17	8	851
B. good	47	7	27	11	42	6	23	2	8	853	47	27	42	23	8	853	53	15	50	26	10	847
C. fair	31	1	6	11	65	3	18	2	12	846	31	6	65	18	12	846	20	4	43	35	18	840
D. poor	7	0	0	1	25	3	75	0	0	837	7	0	25	75	0	837	4	4	27	34	35	834
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	71	13	33	19	49	5	13	2	5	856	71	33	49	13	5	856	26	20	49	23	9	849
B. They match some of what I have learned.	24	2	15	5	38	4	31	2	15	845	24	15	38	31	15	845	51	14	48	26	11	846
C. They match just a little of what I have learned.	5	0	0	0	0	3	100	0	0	835	5	0	0	100	0	835	18	13	44	28	15	844
D. There is no match.	0										0						4	5	33	30	32	836
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	16	2	22	3	33	4	44	0	0	847	16	22	33	44	0	847	32	13	45	28	14	844
B. about the same as my regular schoolwork	62	7	21	16	47	7	21	4	12	851	62	21	47	21	12	851	56	15	49	25	11	847
C. easier than my regular schoolwork	22	6	50	5	42	1	8	0	0	860	22	50	42	8	0	860	11	21	43	22	13	847
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	42	7	30	8	35	7	30	1	4	851	42	30	35	30	4	851	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	53	8	28	15	52	4	14	2	7	854	53	28	52	14	7	854	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	1	33	1	33	1	33	837	5	0	33	33	33	837	6	8	36	29	26	839
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	40	1	5	11	52	8	38	1	5	846	40	5	52	38	5	846	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	17	3	33	4	44	2	22	0	0	858	17	33	44	22	0	858	23	17	49	22	12	847
C. the course(s) described in B, plus physics	28	10	67	4	27	1	7	0	0	865	28	67	27	7	0	865	21	31	44	17	7	852
D. a life science and physical science class	15	0	0	4	50	1	13	3	38	837	15	0	50	13	38	837	30	7	46	32	14	842
<b>How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."</b>																						
A. strongly agree	24	8	62	3	23	1	8	1	8	863	24	62	23	8	8	863	27	23	47	20	10	849
B. agree	30	6	38	7	44	2	13	1	6	855	30	38	44	13	6	855	37	14	47	27	12	846
C. disagree	41	1	5	12	55	7	32	2	9	845	41	5	55	32	9	845	25	11	48	29	12	845
D. strongly disagree	6	0	0	2	67	1	33	0	0	847	6	0	67	33	0	847	11	9	44	31	17	842
<b>How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."</b>																						
A. strongly agree	31	11	65	4	24	1	6	1	6	863	31	65	24	6	6	863	31	22	46	22	10	849
B. agree	47	4	15	13	50	8	31	1	4	850	47	15	50	31	4	850	50	14	49	26	11	846
C. disagree	20	0	0	7	64	2	18	2	18	842	20	0	64	18	18	842	14	9	45	31	15	843
D. strongly disagree	2	0	0	0	0	1	100	0	0	834	2	0	0	100	0	834	5	3	38	34	25	837
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number